

# The Federation of the Church Schools of Shalfleet & Freshwater and Yarmouth



## Long Term Planning Year 4 Coast Class 2024-2025

	AUTUMN		SPRING		SUMMER	
Title	Ancient Egyptians – Awful or Extraordinary?		Help! The Romans are Coming!		South America – Land of Rain and Fire	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> <li>● Broad, Relevant and Balanced.</li> <li>● Valuing all children, learning is accessible to all.</li> </ul>		<ul style="list-style-type: none"> <li>● High Quality Outcomes &amp; Deep Learning.</li> <li>● Challenging, engaging and motivating</li> <li>● Coherent learning links and pathways</li> </ul>		<ul style="list-style-type: none"> <li>● Strong Working Partnerships.</li> <li>● Promotes Independence and Curiosity.</li> <li>● Opportunities for memorable experiences</li> </ul>	
English (Focus Texts/Writing Opportunities)	<b>Harry Potter &amp; The Philosopher's Stone</b> <ul style="list-style-type: none"> <li>- Diary</li> <li>- Descriptions</li> <li>- Magical encounter</li> <li>Play script</li> </ul>		<b>Poetry Block on Kennings and List Poems- Hamilton Trust</b>  <b>Iron Man</b> – Ted Hughes <ul style="list-style-type: none"> <li>- Menu</li> <li>- Podcast</li> <li>- Letter to Hogarth from Iron Man</li> </ul>		<b>Poetry</b> <b>Jungle Book</b> – Rudyard Kipling Comparison <b>Tiger, Tiger</b> - William Blake Animal poetry, repeating lyrics  <b>Jabberwocky</b> – Lewis Carroll Nonsense words	

	<b>The Story of Tutankhamun (Non-fiction)</b> <ul style="list-style-type: none"> <li>- Instructional writing for Mummification</li> <li>- Interview with Howard Carter</li> </ul> <b>Marcy and the Riddle of the Sphinx</b> <ul style="list-style-type: none"> <li>- Graphic novel</li> <li>- Adventure story</li> </ul>		<b>Fairy Tales Block- Hamilton Trust</b> <ul style="list-style-type: none"> <li>- Compare and write fairy tales with a twisted point of view.</li> </ul>		<b>The Vanishing Rainforest (Fiction/non-fiction)</b> <ul style="list-style-type: none"> <li>- Persuasive writing and explanation text as a Speech to the UN</li> </ul> <b>The Promise</b> <ul style="list-style-type: none"> <li>- Environmental Narrative</li> </ul>	
<b>Maths</b> From White Rose	<b>Place Value</b>  <b>Addition and subtraction</b>	<b>Area</b>  <b>Multiplication and Division</b>	<b>Multiplication and Division</b>  <b>Length and Perimeter</b>	<b>Fractions</b>  <b>Decimals</b>	<b>Decimals</b>  <b>Money</b>  <b>Time</b>	<b>Shape</b>  <b>Statistics</b>  <b>Position and Direction</b>
<b>Science</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>- To be able to recognise that living things can be grouped in a variety of ways</li> <li>- To be able to explore and use classification keys to help group, identify and name a</li> </ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>- To be able to describe the simple functions of the basic parts of the digestive system in humans</li> <li>- To be able to identify the different types of teeth in humans and</li> </ul>	<b>States of matter</b> <ul style="list-style-type: none"> <li>- To be able to compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- To be able to observe that some materials change state when they are</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>- To be able to identify how sounds are made, associating some of them with something vibrating</li> <li>- To be able to recognise that vibrations from sounds travel through a</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>- To be able to identify common appliances that run on electricity</li> <li>- To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- To be able to recognise that a switch opens and closes a circuit and</li> </ul>	

	<p>variety of living things in their local and wider environment</p> <ul style="list-style-type: none"> <li>- To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>their simple functions</p> <ul style="list-style-type: none"> <li>- To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>- To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>medium to the ear</p> <ul style="list-style-type: none"> <li>- To be able to find patterns between the pitch of a sound and features of the object that produced it</li> <li>- To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- To be able to recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>associate this with whether or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none"> <li>- To be able to recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
History	<p><b><u>Ancient Egyptians Knowledge</u></b></p> <p>-The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</p>		<p><b><u>Romans Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● The achievements of the earliest civilisations –</li> </ul>		

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Historical Interpretation</b></li> </ul> <p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Look at more than two versions of the same event or story in history and identify differences;</p> <p>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <ul style="list-style-type: none"> <li>● <b>Historical Enquiry</b></li> </ul> <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Use a range of sources to find out about the past;</p> <p>-Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-Begin to undertake their own research.</p> <ul style="list-style-type: none"> <li>● <b>Chronological Understanding</b></li> </ul> <p>-Sequence several events, artefacts or historical figures on a timeline using</p>	<p>The Roman Empire and its impact on Britain.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Historical Interpretation</b></li> </ul> <p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Look at more than two versions of the same event or story in history and identify differences;</p> <p>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <ul style="list-style-type: none"> <li>● <b>Historical Enquiry</b></li> </ul> <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Use a range of sources to find out about the past;</p> <p>-Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-Begin to undertake their own research.</p> <ul style="list-style-type: none"> <li>● <b>Chronological Understanding</b></li> </ul>	
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	<p>dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> <li>● <b>Knowledge and understanding of events, people and changes in the past</b></li> </ul> <p>-Note key changes over a period of time and be able to give reasons for those changes;</p> <p>-Find out about the everyday lives of people in time studied compared with our life today;</p> <p>-Explain how people and events in the past have influenced life today;</p> <p>-Identify key features, aspects and events of the time studied;</p> <p>-Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>-Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> <li>● <b>Knowledge and understanding of events, people and changes in the past</b></li> </ul> <p>-Note key changes over a period of time and be able to give reasons for those changes;</p> <p>-Find out about the everyday lives of people in time studied compared with our life today;</p> <p>-Explain how people and events in the past have influenced life today;</p> <p>-Identify key features, aspects and events of the time studied;</p> <p>-Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	
<p>Geography</p>	<p><b><u>Ancient Egyptians</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.</p>	<p><b><u>Romans</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locate the world’s countries, using maps to focus on concentrating on their key physical and human characteristics, countries, and major cities.</p>	<p><b><u>South America</u></b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>

	<p>-Identify Globally significant places, terrestrial and marine environments.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Human geography, including: types of settlement and land use</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>-Locating places and features accurately on maps is a focus.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Children have a stronger understanding of the difference between physical and human geography.</p> <p><b>Geographical Skills and Fieldwork:</b></p> <p>-Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Continue to develop their knowledge of the wider world.</p> <p><b>Fieldwork</b></p> <p>Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Rivers – compare use of River Yar with the Nile.</p>	<p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Human geography, including: types of settlement and land use</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Locational Knowledge:</b></li> </ul> <p>- Locating places and features accurately on maps is a focus.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Children have a stronger understanding of the difference between physical and human geography.</p> <p><b>Geographical Skills and Fieldwork:</b></p> <p>-Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Continue to develop their knowledge of the United Kingdom.</p> <p>-Use fieldwork to observe and present the human and physical features in the</p>	<p>environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-Identify Globally significant places, terrestrial and marine environments.</p> <ul style="list-style-type: none"> <li>● <b>Place Knowledge:</b></li> </ul> <p>-Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>-Human geography, including: types of settlement and land use</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Place Knowledge:</b></li> </ul> <p>-Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical:</b></li> </ul> <p>-Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They</p>
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		<p>local area using sketch maps, plans and digital technologies.</p> <p><b>Fieldwork</b> -Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Local Settlements and agriculture – compare to Roman settlements.</p>	<p>learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>Geographical Skills and Fieldwork:</b> -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Continue to develop their knowledge of the United Kingdom and the wider world.</p> <p><b>Fieldwork</b> Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather – compare climate of South America to weather patterns in UK.</p>
<p>Art</p>	<p><b>Study of Ancient Egyptian Art</b> = look at art, sculpture, carvings from British History Museum <b>Drawing, painting &amp; printing</b> Hieroglyphs and frontalism <b>Painting and Sculpture</b>– recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self-portrait – clay plus acrylic or poster paint.</p>	<p>Carousel of mediums to record <b>Historic Roman art</b> – <b>paint</b>, wax crayon, coloured pencil, powder paints and <b>printing</b></p> <p>Make <b>Mosaics</b> following trip to Roman Villa out of broken pottery, pebbles, tiles etc plus create <b>prints</b> in a mosaic style.</p>	<p><b>Textile</b> – Mary Flynn local artist textile sculptures</p> <p><b>Artist – Irene Guerriero</b>, recreate then create own <b>collages</b> in her style.</p>

	<p><b>Sculpture</b>-death mask</p> <p><b>Artist</b> – modern graffiti artist <b>Alaa Awad</b> blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate then create own <b>painting</b> in his style.</p>		<p><b>Nancy Wolff – Printing</b>- Textile and wallpaper designer</p> <p>Sakura Blossom Tree painting</p>		<p>Still Life <b>drawing</b> links to text driver or topic with a focus on highlight, shadow and negative space – Botanical Gardens</p> <p><b>Rock Painting</b> – use dot style painting technique as seen on traditional masks to decorate pebbles</p>	
Design and Technology	<p>DT Day - Ancient Egyptian</p> <p>Look at shell structures to create Ancient Egyptian Chariots.</p>	<p>DT/ Art link Textiles</p> <p>2D shape to 3D product – design a fabric Christmas decoration.</p> <p>Look at Ancient Egyptian Inventions – e.g. shaduf</p>	<p>DT Day – Romans</p> <p>Make a Roman Shield and practice formations to link with structures</p> <p>Roman Food exploration – create a balanced meal – link with Science and PSHE</p>	<p>Look at Roman inventions in History Topic</p>	<p>DT Day – South America</p> <p>Explore levers and linkages then design and create own mechanical puppet.</p>	<p>DT mini -project link with Electricity Science Topic</p>
Music	<p><b>Rock and Roll</b></p>	<p><b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b></p>	<p><b>Adapting and transposing motifs (Theme: Romans)</b></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p><b>Haiku, music and performance (Theme: Hanami festival)</b></p>	<p><b>Samba and carnival sounds and instruments (Theme: South America)</b></p>	<p><b>Body and tuned percussion (Theme: Rainforests)</b></p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by</p>



	<p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</p>	<p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>		<p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</p>	<p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p>layer.</p>
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Computing	Computer Systems and Networks – The Internet	Creating Media – Audio Editing	Creating Media – Photo Editing	Data and Information – Data Logging	Programming A – Repetition in Shapes	Programming B – Repetition in Games	MT
	<a href="https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet">https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet</a>  <b>Key Program –</b> Variety of websites (Including Chrome Music Labs)	<a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing</a>  <b>Key Program –</b> Audacity	<a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing</a>  <b>Key Program –</b> paint.net	<a href="https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging">https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging</a>  <b>Key Program –</b> Arduino Science Journal App	<a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes">https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes</a>  <b>Key Program –</b> <a href="https://turtleacademy.com/playground">turtleacademy.com/playground</a> (Children can sign in) OR FMS Logo	<a href="https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games">https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games</a>  <b>Key Program –</b> Scratch	MT



P Computing  
1 Coast.do



P Computing  
2 Coast.do

<p><b>PE</b></p>	<p>Personal Challenge: Vortex, Speed Bounce, Standing long jump &amp; Vertical jump</p> <p>Dance: Teacher Focus: Dance &amp; Evaluate</p> <p><u>Assess:</u> <u>Fundamentals of movement</u> (Sports Coach Led)</p> <p>Recap: Locomotion, Stability &amp; Manipulation</p>	<p><u>Invasion Games</u> Through: Netball (Teacher led) Focus: Locomotion</p> <p><u>Invasion Games</u> Through: Tag Rugby (Sports Coach Led) Focus: Manipulation &amp; Simple Tactics</p>	<p>Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump &amp; Vertical jump</p> <p><u>Indoor Athletics</u> (Sports Coach Led) Focus: Locomotion</p> <p><u>Target Games</u> Through: Dodgeball (Teacher Led) Focus: Stability &amp; Manipulation</p>	<p>Net and Wall Games Through: Tennis (Sports Coach Led) Focus: Manipulation</p> <p><u>Athletics</u> (Teacher Led) Focus: Locomotion &amp; Stability</p>	<p>Gymnastics: TeacherFocus: Stability</p> <p><u>Striking and Fielding</u> Through: Cricket (Sports Coach Led) Focus: Manipulation</p>	<p>Personal Challenge Review: Vortex, Speed Bounce, Standing long jump &amp; Vertical jump</p> <p><u>Outdoor Adventurous Games</u> Through: Orienteering (Teacher led)</p> <p><u>Athletics</u> (Sports Coach Led) Locomotion &amp; Manipulation</p> <p>Swimming</p>
<p><b>Forest Schools</b></p>	<p><b>It's a Bugs Life</b> Habits and Habitats Site survey - flora and fauna Maintaining and creating habitats</p>	<p><b>As the world turns</b> Seasonal changes Extreme weather Climate change Eco-warriors</p>	<p><b>Watch the Birdie</b> Birds - observe, identify, feed, shelter, count Garden/river/sea birds Preserving our bird population</p>	<p><b>Catch the Wind</b> Weather watch - observe, record. Wind power Climate Change Eco-warriors</p>	<p><b>How does your garden grow?</b> Plant and nurture seedlings. Create and maintain garden beds. Climate change - planting for the future</p>	<p><b>A sense of wonder</b> Harvesting fruit and veg Making art Minimising use of natural resources Our impact Climate activists</p>
<p><b>RE</b></p>	<p><b>Community</b></p>	<p><b>Symbol</b></p>	<p><b>Myth</b></p>	<p><b>Freedom</b></p>	<p><b>Stones and Symbols</b></p>	<p><b>God</b></p>
<p><b>French</b></p>	<p><u><b>Back to basics</b></u> -Children will focus on learning the French alphabet</p>	<p><u><b>Counting on</b></u> -Children will learn the numbers from 0-31</p>	<p><u><b>All about me</b></u> -Children will be able to give basic information about</p>	<p><u><b>All about me (ctd)</b></u> -Children may need to continue working</p>	<p><u><b>Class in session</b></u> -Children can identify and describe</p>	<p><u><b>Home sweet home</b></u> -Children can name and describe the rooms in the house</p>

	<p>-Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc).</p> <p>-Children will learn the key pronouns (he, she, they etc) and articles (a, an, the).</p>	<p>-Children will learn the days of the week and months of the year.</p> <p>-Children will apply these together to identify dates and can complete simple maths with them.</p>	<p>themselves (say their name, age, birthday, where they live etc).</p> <p>-Children will be able to know the common colours</p> <p>-Children will be able to name and describe their clothes (using colours).</p> <p>-Children will be able to list their body parts (key ones)</p> <p>-Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them.</p> <p>-Children will be able to name pets and simply describe and state basic information about them.</p>	<p>through previous skills.</p> <p>-Children will need to be able to know phrases for liking and disliking of varying strength.</p> <p>-Children will be able to list different hobbies.</p> <p>-Children will be able to state if they like or dislike different hobbies.</p>	<p>common classroom items.</p> <p>-Children can identify school subjects and express likes or dislikes.</p> <p>-Children can identify common phrases used in the classroom (by teachers and pupils)</p>	<p>simply e.g. big/small, tidy/messy, fun/boring.</p> <p>-Children can identify a range of common items in the home and which they have.</p> <p>-Children can name different types of home and state which they live in.</p>
<b>SMSC/PSHE</b>	<b>Respect</b>	<b>Determination</b>	<b>Relationships</b>			
	<p><b>Social</b> – Teamwork within class, working with each other to make a successful video in computing.</p>	<p><b>Social</b> – Teamwork within class, particularly through the creation of our drumming music which involves whole class cooperation.</p>	<p><b>Social</b> – Teamwork within class, particularly in Literacy with our persuasive writing and poetry performances.</p>			

	<p><b>Cultural</b> – How did the Ancient Egyptians impact our modern world?</p> <p><b>Moral</b> – Looking at the moral implications of using slaves to build some of the most historically and culturally significant locations.</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>	<p><b>Cultural</b> – Looking at how Myths and Rituals differ around the world.</p> <p><b>Moral</b> – Looking at the moral implications of the developments to our country by the Romans</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>	<p><b>Cultural</b> – Looking at aspects of South American native cultures.</p> <p><b>Moral</b> – Looking at the moral implications of deforestation on the Rainforest and its native peoples.</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>
<p>Trips/Events/ Visitors /Risk Day</p>	<p>-Outdoor Learning Day – Catapults! -DT Egyptians Day – Parents in</p>	<p>-Romans Workshop -Brading Roman Villa</p> <p><i>Quay Arts Trip at some point in the year – dependent on their current exhibitions</i></p>	<p>-Local Area Geography Field Trip Yarmouth Link to Outdoor Learning Day -South America Day – Parents in -Ventnor Botanical Gardens -Harry Potter’s World</p>